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ABSTRACT

This survey reports the activities of students one year after graduation from high school in 1988 in the Los Angeles Unified School District (LAUSD). Information was gathered from a survey mailed to a stratified random sample (for ethnicity and school) of 985 graduates. Response rate was 81 percent. The following findings are presented: (1) approximately 71 percent of the graduates were attending postsecondary schools, and one-half of this group were enrolled in four-year colleges or universities; (2) Asian American and Filipino American graduates were most likely to attend four-year colleges or universities, while Black and Hispanic American graduates were least likely to attend; (3) almost three-fourths of the graduates were employed, and the majority of this group were working while attending school; (4) Black graduates were most likely to work full-time and not attend school; (5) graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training; (6) most students agreed that more high school classes should be offered to prepare them for a job; (7) most graduates generally wanted different high school courses, particularly computer classes, and more preparation for employment or further education; and (8) the results of this survey were similar to those of the 1985 and 1986 surveys, suggesting a consistent pattern of student attitudes and postsecondary activities. Statistical data presented in one graph and 24 tables and the survey questionnaire are appended. (FMW)

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**FOLLOW-UP OF THE 1988
HIGH SCHOOL GRADUATES IN THE
LOS ANGELES UNIFIED SCHOOL DISTRICT**

PUBLICATION NO. 550

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PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

UD 028 014

FOLLOW-UP OF THE 1988
HIGH SCHOOL GRADUATES IN THE
LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 550

This Report Was Prepared By

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Program Evaluation and Assessment Branch
Los Angeles Unified School District

April 1990

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Executive Summary

What is the Background for This Study?

The Follow-Up of the 1988 High School Graduates in the Los Angeles Unified School District is a biennial survey that reports the activities of high school graduates 1 year after graduating. Graduates answer questions concerning their educational pursuits, employment endeavors, and their educational experience.

Who Were the Participants?

Address verification cards were sent in March 1989 to the 17,787 senior high students who had participated in the 1988 Plans of the Graduates study. Of the students who returned the address verification cards, a stratified random sample was selected (for ethnicity and school) which included 985 graduates. Completed surveys were received from 797 (81%).

The majority (60%) of respondents were female. Hispanic (41%), White (30%), Black (16%), and Asian graduates (10%) accounted for over 95% of those surveyed.

What Were the Participants Asked To Do?

Participants were asked to fill out a questionnaire which consisted of several items concerning their demographic characteristics, educational pursuits, current employment activities, and opinions of their high school education. An open-ended item allowed graduates to express their opinions on topics not covered in the survey.

What Are the Findings?

Approximately 79% were attending postsecondary schools, one half of whom were enrolled in 4-year colleges or universities. Asian and Filipino graduates were most likely to attend 4-year colleges or universities while Black and Hispanic graduates were least likely to attend. Almost three fourths of those surveyed were employed, with the majority of this group working while attending school. Black graduates were most likely to work full-time and not attend school.

Graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training. Most students agreed that more classes should be offered to prepare them for a job. The analysis of comments suggested that graduates generally wanted different courses in high school, particularly computer classes, and more preparation for a job or further education.

The results of this study were similar to the 1985 and 1986 studies, suggesting a consistent pattern of student attitudes and postsecondary activities.

Introduction

The Follow-Up of the Graduates reports the activities of senior high school graduates 1 year after graduation. Information on these graduates' educational pursuits, employment endeavors, and other involvements was gathered to evaluate and improve existing programs for high school students.

This report represents the eighth in a series of related publications. This report is published biennially to coincide with the Plans of the Graduates report.

Procedure

Survey Instrument

The Follow-Up of the Graduates Questionnaire, used to gather data for this report, was designed by staff in the Program Evaluation and Assessment Branch (see Appendix B).

The questionnaire consisted of several items concerning graduates' demographic characteristics, educational pursuits, current employment activities, and opinions of high school experiences. An open-ended item permitted graduates to express their opinions on topics not covered in the survey.

Sample Population

Address verification cards were sent in March 1989 to the 17,787 seniors who participated in the 1988 Plans of the Graduates study. Of the graduates who returned the address verification cards, 985 were selected to participate in the follow-up study. The selected graduates comprised a proportional sample based on their high school and ethnicity.

That is, if a high school had 2% of the district's 12th graders and if 90% were Hispanic and 10% were White, 20 graduates were selected for this study (985 sampled multiplied by 2% = 20 sampled), 18 of whom would be Hispanic and 2 White.

Completed surveys or phone interviews were received by 797 graduates representing an 81% return rate. Most of the 188 graduates who did not return the questionnaire could not be reached by phone. (Table 1 in Appendix A). Only 12 graduates (1%) refused to participate in the phone interview.

An examination of the ethnic proportion of graduates who completed the survey compared with the 12th-grade district population reveals a roughly proportional sample (Table 2). Black and Hispanic graduates were slightly underrepresented while White graduates were slightly overrepresented.

Sampling Size and Sampling Error

For this study, the 95% confidence level and a 5% precision rate were selected. These figures suggest that in 95 of 100 cases, the survey results (on any given item) fall within 5% of the entire population. With a population of approximately 22,000 high school graduates, a random sample of 775 would produce the desired confidence levels. The sampled figure of 985 with a yield of 797 exceeds this figure and provides assurance of the stability of results.

Data Gathering Procedures

In March 1989, address verification forms were mailed to each of the 17,787 seniors who participated in the 1988 Plans of the Graduates study. From the returned address verification cards, a stratified random sample (on high school location code and ethnicity) was selected to include 985 participants. In June 1989, a questionnaire and cover letter (Appendix B) were mailed to the sample of graduates. The questionnaires were number coded and matched to the graduates' names to identify those who failed to return their survey forms and who would receive a reminder. After 4 weeks, a second questionnaire and a cover letter stressing the importance of responding to the survey were sent to graduates who had not returned the survey (Appendix B). If the graduate failed to respond to the follow-up reminder, a series of five phone calls were made to administer the survey verbally. If the graduate consented to the telephone interview, the questionnaire was read verbatim and the responses were recorded by the examiner.

Data Analysis

After the questionnaires were returned, the data were keypunched on magnetic tape and analyzed using frequencies, percentages, and mean ratings.

Findings

Demographic Characteristics

The sample population consisted of 797 graduates which included 60% females and 40% males (Table 3). This sample was comprised primarily of Hispanic (41%), White (30%), Black (16%), and Asian (10%) graduates. Each of the 49 regular high schools was represented, ranging from 2 to 28 individuals (Table 18). Graduates from many of the nonregular (i.e., continuation, opportunity, and magnet) high schools also responded (Table 18).

Education Activities

At the time of the survey, approximately 79% of the respondents were attending postsecondary schools. About 52% of those attending postsecondary schools were enrolled in a 4-year college or university. Approximately 86% of the graduates in these schools were attending public educational institutions. Table 19 presents an alphabetical listing of the postsecondary institutions the graduates were attending, and Table 20 presents a list of their majors. About 59% of the graduates were receiving financial support from their parents (Table 6).

Employment Activities

When surveyed, nearly 72% of the respondents were employed. About half of this group worked part-time and attended school, and 28% worked full-time and were not attending school (Table 5). Table 21 presents an alphabetical listing of current employment, revealing that sales and clerical jobs were the most popular among recent graduates. Table 8 shows that about 22% of the respondents were looking for work.

Opinion Items

The respondents were asked to give their opinions on a number of items. As shown in Table 7, 27% of the graduates agreed that they should have taken a business education class in high school, 12% regretted not taking classes in mathematics, and 11% wished they had taken a foreign language class. Table 9, a summary of seven opinion items, suggests that nearly 9 in 10 graduates agreed that they received adequate writing and mathematics training in high school. Graduates were more critical of their computer training, with 70% suggesting that they had not received adequate training. Graduates also agreed that job preparation was an important function of high school, with about 95% endorsing this item.

Comments

Nearly one quarter ($n = 188$) of the graduates wrote comments on their survey forms. Their comments were analyzed for content and the results are presented in Table 17. The most commonly stated opinions stressed the need for different course options, particularly computer classes, more job preparation in high school, and positive comments about high school.

Breakdown of Items by Sex

The data are grouped by sex of graduates in Tables 3 through 8, 10, and 18 through 21. There were few response differences between males and females.

Breakdown of Items by Ethnicity

The data are presented by ethnicity of graduates in Tables 11 through 16, and 22 through 24. American Indian/Alaskan Native and Pacific Islander graduates were omitted from the tables because the groups had insufficient numbers to ensure the anonymity of the respondent.

The percentage of graduates who pursued postsecondary education was different for each ethnic group (Table 11). All of the Filipinos were currently attending a 2- or 4-year college or trade school. In addition, 89% of Asian and White graduates, 73% of Hispanic, and 65% of Black graduates were currently attending a postsecondary institution. The percentage of graduates who attended 2-year colleges ranged from 20% for Asians to 33% for Blacks. Blacks and Hispanic graduates were more likely to be attending trade or business colleges, and were the least likely groups to be attending a 4-year college or university. About 70% of the Filipino and Asian graduates were attending a 4-year college or university, while over 50% of White graduates, about 30% of Hispanic graduates, and 23% of the Black graduates were attending this type of institution.

Participants from different ethnic groups also financed their education in different ways (Table 12). Asian, White, and Filipino graduates were more likely to receive help from their parents. Black and Hispanic graduates were most likely to rely on earnings to finance their education. Asian graduates were the most likely group to receive grants and scholarships while White graduates were generally the least likely to receive this type of funding.

Working part-time and going to school was the typical pattern for the majority of Asian, Filipino, and White participants who were currently employed. Approximately one half of the Black and Hispanic graduates were working full-time, with the majority of these students (two thirds) not attending school.

Comparison of Follow-Up Data with Other District Findings

The Plans of the 1988 Graduates form was administered to most of the graduating seniors in December 1987 to gather information concerning their LAUSD experience and plans for the future. The participants in the current study are a subsample of those seniors, followed up in summer 1989.

In addition to the present survey, information about attitudes was gathered from the "Postsecondary Plans of 9th- and 10th-Grade Students" questionnaire administered to a select group of LAUSD students in magnet, Permits With Transportation, year-round, and predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools in spring 1987. While this group is not strictly comparable to the current sample, it may give some evidence of the postsecondary attitudes of younger high school students. American Indian/Alaskan Native, Filipino, and Pacific Islander students were omitted from this analysis because of the small numbers of the sampled students.

The results of comparing the two sets of returned questionnaires suggest that attitudes toward postsecondary education may be developed early in a student's career. Indeed, there was a persistent difference between ethnic groups among 9th- and 10th-grade students in their desire

Percentage

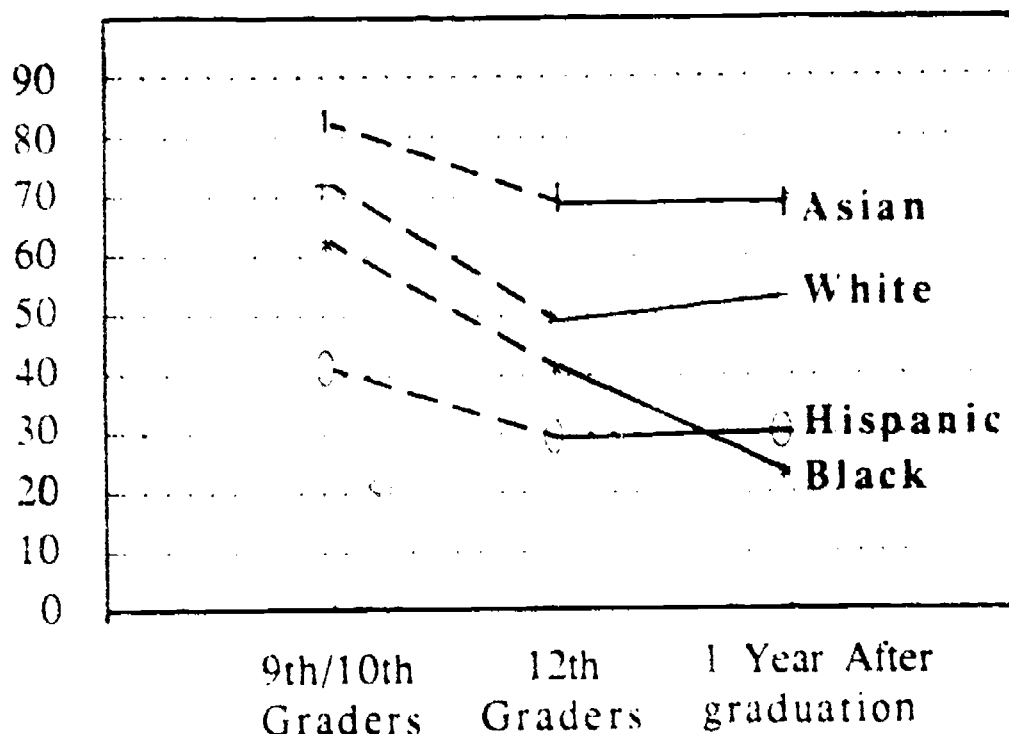


Figure 1. Percentage of students attending or planning to attend a 4-year college or university. Students in the "9th/10th Graders" category were surveyed in spring 1987, "12th Graders" were surveyed in December 1985, and graduates (1 year after graduation) completed the survey in the summer of 1987. Broken lines indicate that students were cohorts.

to attend a 4-year college or university (Figure 1). This difference continued into the 12th grade and, finally, to actual performance after graduation. Asian graduates were most likely to attend a 4-year college or university, followed by White, Hispanic, and Black graduates. From 9th and 10th grade to 12th grade, students in all ethnic groups had decreases in their desire to attend a 4-year college, with White and Black students having the greatest decrease. Of the 12th-grade students who expressed an interest in attending a 4-year college, over 84% of the Asian, and 73% of the White and Hispanic graduates reported that they were attending this type of institution 1 year after graduation. Blacks, however, showed a significant decrease between 12th grade attitude and postsecondary performance. Of those Black students who reported a desire to attend a 4-year college in 12th grade, only 37% actually attended.

Comparison of 1988 Follow-Up Data With 1985 and 1986

The pattern of student responses observed in the 1985, 1986, and 1988 follow-up surveys was almost identical. The consistent pattern of results for the 3 years of surveys gives more credibility to the findings and suggests a stability of student attitudes and postsecondary activities.

Summary

The results of the Follow-up of 1988 Graduates report generally present a positive picture. Nearly 8 in 10 respondents were attending postsecondary institutions and over 7 in 10 were working. Asian, Filipino, and White graduates were most likely to attend a 4-year college or university. Black and Hispanic graduates were overrepresented in trade and business colleges, and Hispanic graduates were most likely to work full-time and not pursue their postsecondary education. While Black students were optimistic about attending a 4-year college or university before they graduated high school, only a small percentage of Black graduates actually attended this type of institution. Most graduates were positive about their educational experiences in high school, but most agreed that more computer and job training classes would have been helpful.

Appendix A

Tables

Table 1

Number and Percentage of Graduates, by Type of Response From the Follow-Up Survey

Status	Response/Reason	Number	Percentage
Returned completed questionnaire		570	58
Participated in phone interview		227	23
Forms not returned	Addressee not at home	63	6
	Addressee out of town, moved	40	4
	Phone disconnected	23	2
	Survey phone call not answered	20	2
	Refused to participate	12	1
	Respondent said questionnaire in mail	11	1
	Addressee was at school	11	1
	Addressee was in military service	8	1
	Total sample	985	99

Note. Total percentage does not equal 100% because of rounding.

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Table 2

Percentage of LAUSD 12th-Grade Students and Graduates Completing Survey Forms, by Ethnicity

Ethnicity	LAUSD 12th-grade students	Graduates completing survey
American Indian/Alaskan Native	0.4	0.1
Asian	9.7	10.1
Black	18.1	15.8
Filipino	2.5	2.8
Hispanic	43.6	41.4
Pacific Islander	0.6	0.3
White	25.2	29.5

Note. District population represents the percentage of 12th-grade students in the 1987-88 school year.

Table 3

Number and Percentage of Graduates, by Ethnicity and by Sex

Ethnicity	Male		Female		Total	
	N	%	N	%	N	%
American Indian/ Alaskan Native	0	0	1	100	1	100
Asian	34	44	43	56	77	100
Black	37	32	80	68	117	100
Filipino	10	48	11	52	21	100
Hispanic	127	40	190	60	317	100
Pacific Islander	0	0	2	100	2	100
White	97	44	123	56	220	100
Total	305	40	450	60	755	100

Note. Sex or ethnicity data were not available for 42 of the 797 students sampled.

Table 4

Number and Percentage of Graduates, by Type of Postsecondary School and by Sex

Type of school	Male		Female		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
2-year college	89	29	136	30	225	30
Trade or business school	21	7	30	7	51	7
4-year college or university	125	41	192	42	317	42
Public school	196	64	304	67	500	66
Private school	36	12	42	9	78	10

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.

Table 5

Number and Percentage of Graduates, by Work Situation and by Sex

Type of work situation	Male		Female		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Full-time employment	64	31	82	26	146	28
Full-time and going to school	26	13	43	13	69	13
Part-time but not going to school	18	9	24	8	42	8
Part-time and going to school	100	48	173	54	273	52
Total	208	101	322	101	530	101

Note. Total percentage may not equal 100% because of rounding.

Table 6

Number and Percentage of Graduates, by Methods of Financing
Postsecondary Education and by Sex

Method of financing education	Male		Female		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Grant	68	29	108	30	176	30
Scholarship	36	15	52	15	88	15
Loan	37	16	50	14	87	15
Parental support	138	59	198	56	336	57
Earnings	121	51	183	52	304	52

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by the number of students who were pursuing a postsecondary education ($n = 590$).

Table 7

Number and Percentage of Graduates, by Sex and by Courses Not Taken

Course not taken	Male		Female		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Business education	82	27	119	26	201	27
Home economics	14	5	29	6	43	6
Driver education	5	2	18	4	23	3
Industrial education	23	8	43	9	66	9
English elective	23	8	36	8	59	8
Mathematics	34	11	54	12	88	12
Fine arts (music, art)	16	5	37	8	53	7
Physical education	0	0	6	1	6	1
Foreign language	35	11	49	11	84	11
Laboratory science	26	9	37	8	63	8
Health	1	0	7	2	8	1
Social science	14	5	28	6	42	6

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.

Table 8

Number and Percentage of Graduates, by Sex and by Involvement in Postsecondary Activities

Selected activity	Male		Female		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Looking for work	64	21	103	23	167	22
Military duty	10	3	2	0	12	2
Full-time homemaker	2	1	10	2	12	2
Traveling or taking a break	44	14	80	18	124	16

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.

Table 9

Number and Percentage of Graduates, by Response to Opinion Questions

Opinion item	Strongly agree (4)		Agree (3)		Disagree (2)		Strongly disagree (1)		Mean
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	
My English courses gave me good writing skills for education or employment.	238	30	456	58	83	11	13	2	3.2
I learned enough math in school to work out the math problems of everyday life.	296	38	400	51	72	9	22	3	3.2
More courses should be offered to prepare students for a job.	354	45	340	43	83	11	9	1	3.3
My high school experience helped me learn how to get along with others of different ethnic backgrounds.	312	39	354	45	91	12	33	4	3.2
High schools should encourage all students to learn a skill they can use in employment.	425	54	319	41	37	5	4	1	3.5
I learned enough computer skills for a job or further education.	48	6	193	25	349	45	192	25	2.1
Overall, I think my high school prepared me to face present adult challenges in a competent manner.	148	19	466	60	132	17	35	5	2.9

Note. The sequence of scale positions was reversed from the questionnaire for better understanding of results.

Table 10

Mean Response of Graduates to Opinion Questions, by Sex

Opinion item	Mean response	
	Male	Female
My English courses gave me good writing skills for education or employment.	3.1	3.2
I learned enough math in school to work out the math problems of everyday life.	3.3	3.2
More courses should be offered to prepare students for a job.	3.4	3.3
My high school experience helped me learn how to get along with others of different ethnic backgrounds.	3.1	3.2
High schools should encourage students to learn a skill they can use in employment.	3.4	3.5
I learned enough computer skills for a job or further education.	2.0	2.1
Overall, I think my high school prepared me to face present adult challenges in a competent manner.	2.9	2.9

Note. Items were scaled: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree.

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Table 11

Number and Percentage of Graduates, by Type of Educational Program and by Ethnicity

Type of educational program	Asian		Black		Filipino		Hispanic		White	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
2-year college	16	20	41	33	6	27	105	32	74	32
Trade or business school	0	0	11	9	1	5	37	11	9	4
4-year college or university	55	69	29	23	15	68	97	30	124	53
Public school	59	74	64	51	18	82	197	60	179	76
Private school	12	15	13	10	1	5	34	10	21	9

Note. Percentages exceed 100% because graduates made multiple responses. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed an item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)

Table 12

Number and Percentage of Graduates, by Method of Financing Education and by Ethnicity

Method of financing education	Asian		Black		Filipino		Hispanic		White	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Grant	35	48	24	30	5	23	88	37	24	12
Scholarship	16	22	13	16	2	9	31	13	24	12
Loan	12	16	15	19	2	9	44	19	18	9
Parent support	41	56	38	48	14	64	101	43	157	77
Earnings	36	49	39	49	10	45	134	57	94	46

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by the number of students who are pursuing a postsecondary education. (n: Asian = 73, Black = 79, Filipino = 22, Hispanic = 235, and White = 205.)

Table 13

Number and Percentage of Graduates, by Work Situation and by Ethnicity

Work situation	Asian		Black		Filipino		Hispanic		White	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Full-time employment	12	23	27	34	2	13	66	30	44	25
Full-time and going to school	4	8	13	17	3	19	34	15	16	9
Part-time but not going to school	3	6	9	11	0	0	18	8	15	9
Part-time and going to school	33	64	30	38	11	69	105	47	101	57
Total	52	101	79	100	16	101	223	100	176	100

Note. Totals may not equal 100% because of rounding. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded.

Table 14

Number and Percentage of Graduates, by Courses Not Taken and by Ethnicity

Courses not taken	Asian		Black		Filipino		Hispanic		White	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Business education	21	26	30	24	7	32	100	30	54	23
Home economics	5	6	13	10	0	0	18	5	8	3
Driver education	0	0	7	6	0	0	16	5	1	0
Industrial education	8	10	13	10	2	9	36	11	8	3
English elective	9	11	10	8	1	5	29	9	12	5
Mathematics	3	4	19	15	3	14	43	13	29	12
Fine arts (music, art)	7	9	6	5	2	9	27	8	14	6
Physical aducation	0	0	2	2	0	0	2	1	3	1
Foreign language	6	8	26	21	0	0	35	11	25	11
Laboratory science	11	14	7	6	3	14	29	9	17	7
Health	1	1	4	3	1	5	5	2	1	0
Social science	7	9	6	5	1	5	24	7	7	3

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)

Table 15

Number and Percentage of Graduates, by Involvement in Postsecondary Activities, and by Ethnicity

Selected activity	Asian		Black		Filipino		Hispanic		White	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Looking for work	18	23	40	32	4	18	83	25	31	13
Military duty	0	0	2	2	0	0	6	2	4	2
Full-time homemaker	0	0	1	1	0	0	9	3	3	1
Traveling or taking a break	18	23	20	16	3	14	42	13	46	20

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)

Mean Response of Graduates to Opinion Questions, by Ethnicity

Opinion item	Mean response				
	Asian	Black	Filipino	Hispanic	White
My English course gave me good writing skills for education or employment.	3.0	3.3	3.5	3.1	3.2
I learned enough math in school to work out the math problems of everyday life.	3.3	3.1	3.3	3.2	3.3
More courses should be offered to prepare students for a job.	3.2	3.4	3.4	3.4	3.2
My high school experience helped me learn how to get along with others of different ethnic backgrounds.	3.2	3.2	3.3	3.2	3.1
High schools should encourage students to learn a skill they can use in employment.	3.5	3.6	3.4	3.6	3.3
I learned enough computer skills for a job or further education.	2.2	2.1	2.4	2.2	2.0
Overall, I think my high school prepared me to face present adult challenges in a competent manner.	2.8	3.0	3.1	3.0	2.9

Note. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Items were scaled: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree.

Table 17

Number and Percentage of Graduates' Comments

Comment	N	%
Other classes needed (other than computer)	25	13
School should prepare students for a job	19	10
More computer classes needed	18	10
Positive comments about school	18	10
School should prepare students for education	12	6
Teachers lack interest	11	6
Negative comments about school	10	5
Higher standards are needed	10	5
Students should be more motivated	8	4
School should prepare students for life	7	4
Positive comments about AP program	7	4
Negative comments about teachers	6	3
Negative comments about coursework	5	3
Negative comments about counselors	5	3
Stricter discipline is needed	3	2
Bussing students interfered with education	3	2
More support for magnet schools	3	2
Comments about the survey	3	2
Positive comments about teachers	3	2
More freedom for students	3	2
Positive comments about coursework	3	2
Positive comments about counselors	2	1
College courses beneficial	2	1
Teachers should be evaluated	2	1
Total	188	103

Note. Total percentage does not equal 100% because of rounding.

Table 18

Number of Graduates, by High School Previously Attended and by Sex

High school	Male	Female	Total
Banning	5	12	17
Banning Magnet	0	1	1
Bell	4	15	19
Belmont	4	8	12
Birmingham	11	7	18
Boyle Heights	0	1	1
Canoga Park	7	7	14
Carson	10	9	19
Central	0	2	2
Chatsworth	7	21	28
Cleveland	5	8	13
Cleveland Magnet	2	0	2
Crenshaw	1	1	2
Crenshaw Magnet	1	1	2
Dorsey	2	5	7
Downtown Business Magnet	1	1	2
Eagle Rock	3	3	6
Ellington	0	1	1
El Camino Real	7	10	17
Fairfax	7	5	12
Francis Poly	2	12	14
Franklin	5	9	14
Franklin Magnet	1	0	1
Fremont	1	5	6
Gardena	2	10	12
Garfield	7	8	15
Granada Hills	15	6	21
Grant	9	12	21
Hamilton	4	2	6
Hamilton Magnet	1	0	1
Hollywood	4	6	10
Huntington Park	8	6	14
Jefferson	3	7	10
Jordan	1	1	2
Kennedy	11	11	22

Table 18 (continued)

High school	Male	Female	Total
King-Drew Magnet	1	1	2
Leonis	0	1	1
Lincoln	1	5	6
Locke	1	1	2
Los Angeles	6	7	13
Manual Arts	1	2	3
Marshall	14	10	24
Mid-City Alternative	0	1	1
Miller	0	1	1
Monroe	5	5	10
Narbonne	6	9	15
Narbonne Magnet	0	2	2
North Hollywood	7	9	16
Odyssey	0	1	1
Palisades	3	6	9
Roosevelt	10	16	26
San Fernando	9	8	17
San Fernando Magnet	0	1	1
San Pedro	8	17	25
San Pedro Magnet	1	0	1
Sherman Oaks CES	1	1	2
South Gate	6	12	18
Sylmar	2	7	9
Taft	4	4	8
Temescal Canyon	0	1	1
University	8	10	18
Van Nuys	3	4	7
Van Nuys Math-Science Magnet	1	1	2
Van Nuys Performing Arts Magnet	1	0	1
Venice	9	10	19
Verdugo Hills	5	6	11
View Park Continuation	0	1	1
Washington	4	12	16
Westchester	7	10	17
Wilson	6	11	17
Total	286	415	687

Note. A total of 110 participants were excluded because gender or location code was unknown.

Table 19

Number of Graduates Attending Selected Postsecondary Schools, by Sex

Postsecondary school	Male	Female	Total
Abraham Friedman	1	0	1
Alabama State	0	1	1
Alaska Pacific University	1	0	1
American College	0	1	1
Arizona State	2	0	2
Army	1	0	1
Associate Technical College	0	1	1
Beauty School	0	1	1
Berkeley	8	4	12
Biola University	1	0	1
Brandeis University	0	1	1
Brigham Young University	0	2	2
Cal Culinary Academy	1	0	1
Cal Institute of Technology	1	1	2
Cal Poly Pomona	6	1	7
Cal Poly San Luis Obispo	0	2	2
Cal State Dominguez Hills	2	9	11
Cal State Fullerton	3	2	5
Cal State Long Beach	9	13	22
Cal State Los Angeles	7	24	31
Cal State Northridge	28	31	59
Catherine College	0	2	2
Cedar Valley	1	0	1
Cerritos College	2	11	13
Claremont	1	0	1
Clark University	1	0	1
College of the Canyons	0	2	2
Cuesta College	1	0	1
Dartmouth	1	1	2
East Los Angeles College	9	23	32
Edison Technical College	1	0	1
El Camino College	9	19	28
Fashion Institute	0	1	1
Glendale College	3	9	12
Grambling	1	0	1

Table 19 (continued)

Postsecondary school	Male	Female	Total
Harbor City College	6	11	17
Harvard	1	0	1
Harvey Mudd	1	1	2
Humboldt State	2	0	2
ITT Institute	4	0	4
Job Corp	0	1	1
Los Angeles City College	6	4	10
Los Angeles Mission College	1	2	3
Los Angeles Trade Technical	7	9	16
Loyola Marymount	0	1	1
Metropolitan State College	1	0	1
MIT	1	0	1
Moorpark College	2	2	4
Morris Brown	0	1	1
Mount Saint Mary's	0	5	5
Mount San Antonio	1	0	1
Musicians Institute	1	0	1
National Education Center	1	0	1
Newberry School of Beauty	0	1	1
Northern University	1	0	1
North Arizona State	0	1	1
North Valley Occupational	0	2	2
Occidental College	0	2	2
Other	5	11	16
Pasadena City College	7	3	10
Pierce City College	22	21	43
Principal College	1	0	1
Ricks College	0	1	1
Rio Hondo College	1	1	2
Rosemont College	0	1	1
San Diego State	3	8	11
Santa Barbara City College	0	1	1
Santa Monica College	7	13	20
Scripps College	0	1	1
Shippensburg University	0	1	1

Table 19 (continued)

Postsecondary school	Male	Female	Total
Southern University	0	1	1
Southwest College	1	4	5
Spellman College	0	2	2
Stanford	2	0	2
Tennessee State	1	0	1
Tufts	0	1	1
Tuskegee University	0	1	1
UC Davis	2	1	3
UC Irvine	3	5	8
UC Los Angeles	7	14	21
UC Riverside	2	7	9
UC San Diego	5	6	11
UC Santa Barbara	2	11	13
UC Santa Cruz	0	2	2
United Business College	1	0	1
University of Arizona	0	1	1
University of Georgia	1	0	1
University of Nevada at Las Vegas	0	1	1
University of Oregon	1	0	1
University of Pennsylvania	1	0	1
University of Southern California	8	6	14
Valley College	11	19	30
Van Nuys Business College	0	1	1
Watterson College	0	1	1
Webster College	1	1	2
West Los Angeles College	1	2	3
West Valley Occupational	0	4	4
Whittier College	1	0	1
Williams College	0	1	1
Woodbury College	2	0	2
Xavier University	1	0	1
Total	237	359	596

Table 20

Number of Graduates, by Current or Proposed College Majors and by Sex

Major	Male	Female	Total
Accounting	6	8	14
Administrator of justice	4	4	8
Advertising	0	1	1
Aerospace engineering	0	1	1
Air conditioning	1	0	1
Anthropology	0	1	1
Archaeology	1	0	1
Architecture	10	1	11
Art	3	5	8
Auto mechanic	1	0	1
Banking	1	0	1
Beautician	0	2	2
Biochemistry	2	5	7
Biology	2	10	12
Biomedical	1	0	1
Broadcasting	2	2	4
Business	34	32	66
Business administration	11	15	26
Business management	1	3	4
Chef	1	1	2
Chemical engineer	0	1	1
Chemistry	3	0	3
Child care	0	1	1
Child development	1	11	12
Civil engineering	1	1	2
Cognitive science	0	1	1
Commerical art	1	0	1
Communications	6	6	12
Comparative culture	0	1	1
Computer engineering	0	1	1
Computer science	13	9	22
Cosmetology	0	6	6
Court reporting	0	1	1
Dental hygiene	0	1	1
Diplomacy	1	1	2

Table 20 (continued)

Major	Male	Female	Total
Drafting	3	0	3
Economics	3	3	6
Education	0	6	6
Electrical	3	0	3
Electrical engineering	3	0	3
Engineering	10	3	13
English	4	10	14
Fashion design	0	1	1
Financial investment	1	0	1
Fire science	2	0	2
Floral design	0	1	1
French	0	1	1
General education	1	1	2
Graphic design	3	2	5
Health	0	1	1
History	2	4	6
Home economics	0	1	1
Human resources	1	0	1
Industrial arts	1	0	1
Insurance	0	1	1
Journalism	1	4	5
Law	5	7	12
Law enforcement	0	3	3
Legal secretarial	0	2	2
Liberal studies	4	11	15
Management	0	1	1
Marketing	0	1	1
Math	8	0	8
Mechanical engineering	4	0	4
Medical administration	0	1	1
Medical technician	1	2	3
Medicine	2	7	9
Merchandising	0	2	2
Microbiology	0	2	2
Molecular biology	1	0	1

Table 20 (continued)

Major	Male	Female	Total
Music	3	0	3
Music engineer	0	1	1
Nursing	0	17	17
Nuclear program	1	0	1
Office administration	0	2	2
Paralegal	0	2	2
Paramedic	0	1	1
Pharmacy	0	1	1
Photography	1	0	1
Physical education	1	0	1
Physical science	0	2	2
Physics	2	0	2
Plumber	1	0	1
Political science	5	8	13
Printing	1	0	1
Psychology	8	18	26
Public relations	0	1	1
Real estate	4	3	7
Regional planning	1	0	1
Safety science	1	0	1
Social science	0	1	1
Social worker	0	2	2
Sociology	0	5	5
Spanish	1	1	2
Speech	0	1	1
Teaching	0	5	5
Telecommunications	0	1	1
Theatre	4	2	6
TV video	0	2	2
Undecided	30	60	90
Underwater welding	1	0	1
Veterinary medicine	0	1	1
Word processor	0	3	3
Total	235	350	585

Table 21

Number of Graduates, by Current Employment and by Sex

Employment	Male	Female	Total
Accounting	2	1	3
Administrative assistant	1	1	2
Advertising	1	0	1
Armed forces	4	0	4
Attendant	1	0	1
Bank teller	8	15	23
Beauty	0	1	1
Boxboy	4	0	4
Broker	1	0	1
Butcher	1	0	1
Cable TV	1	0	1
Carpenter	2	0	2
Cashier	7	26	33
Chef	3	0	3
Child care	1	8	9
Clerk	12	51	63
Collections	0	7	7
Computer programming	1	3	4
Construction	7	0	7
Consultant/intern	1	0	1
Counselor	0	4	4
Counter person	3	5	8
Customer service	1	5	6
Data entry	2	8	10
Delivery	5	0	5
Dental assistant	0	2	2
Dispatching	0	2	2
Drafting	3	0	3
Driver	2	0	2
Dry cleaners	1	0	1
Electrician	1	0	1
Entertainment	1	0	1
Fire fighter	1	0	1
Food services	1	2	3
Gardener	2	0	2

Table 21 (continued)

Employment	Male	Female	Total
General	19	11	30
Grocery clerk	1	0	1
Health care	0	1	1
Hospital care	1	0	1
Home care	0	1	1
Inspector	0	1	1
Insurance	3	1	4
Jeweller	0	1	1
Laboratory	7	1	8
Laborer	1	0	1
Library	2	3	5
Lifeguard	3	2	5
Loans	0	1	1
Maintenance	1	0	1
Management	15	6	21
Marketing	3	3	6
Mechanic	2	0	2
Medical/general	0	3	3
Model	0	1	1
Nurse	0	1	1
Painting	3	0	3
Paralegal	0	1	1
Photography	1	2	3
Police	1	0	1
Post office	0	1	1
Printing	1	1	2
Public relations	0	1	1
Real estate	2	0	2
Receptionist	3	22	25
Sales	25	57	82
Secretarial	0	17	17
Security	1	1	2
Sports	2	0	2
Stock person	6	1	7
Teacher	10	23	33

Table 21 (continued)

Employment	Male	Female	Total
Telemarketing	2	4	6
Telephone	0	5	5
Travel	0	1	1
Usher	1	2	3
Veterinary	1	0	1
Waiter/waitress	5	7	12
Warehouse	5	1	6
Word processor	0	1	1
Writer	1	1	2
Total	209	327	536

Table 22

Number of Graduates Attending Selected Postsecondary Schools, by Ethnicity

Postsecondary school	Asian	Black	Filipino	Hispanic	White
Abraham Friedman	0	0	0	1	0
Alabama State	0	1	0	0	0
Alaska Pacific University	0	0	0	1	0
American College	0	0	0	1	0
Arizona State	0	0	0	0	2
Army	0	0	0	1	0
Associated Technical College	0	0	0	1	0
Beauty School	0	1	0	0	0
Berkeley	0	2	0	2	8
Biola University	0	0	0	1	0
Brandeis University	0	0	0	0	1
Brigham Young University	1	0	0	0	1
Cal Culinary Academy	0	0	0	0	1
Cal Institute of Technology	0	0	0	1	0
Cal State Dominguez Hills	1	2	1	7	0
Cal State Fullerton	0	2	1	2	0
Cal State Long Beach	4	2	3	11	2
Cal State Los Angeles	11	3	1	14	2
Cal State Northridge	10	1	2	16	32
Cal Poly Pomona	3	0	1	2	1
Cal Poly San Luis Obispo	0	0	1	0	1
Catherine College	0	0	0	2	0
Cedar Valley	0	1	0	0	0
Cerritos College	0	1	0	11	1
Claremont	0	0	0	1	0
Clark University	0	1	0	0	0
College of the Canyons	0	0	0	1	1
Cuesta College	0	0	0	0	1
Dartmouth	0	0	0	0	1
East Los Angeles College	0	4	1	31	0
Edison Technical College	0	0	0	1	0
El Camino College	3	11	1	8	6
Fashion Institute	0	0	0	0	1
Glendale College	1	0	0	7	4
Grambling	0	1	0	0	0

Table 22 (continued)

Postsecondary school	Asian	Black	Filipino	Hispanic	White
Harbor City College	1	3	0	8	4
Harvard	0	0	0	0	1
Harvey Mudd	1	0	0	0	1
Humboldt State	0	0	0	1	1
ITT Institute	0	0	1	3	0
Job Corp	0	1	0	0	0
Los Angeles City College	0	2	0	8	1
Los Angeles Mission College	0	0	0	3	0
Los Angeles Trade Technical	0	6	1	9	2
Loyola Marymount	0	0	0	1	0
Metropolitan State College	0	0	0	1	0
MIT	0	0	0	0	1
Moorpark College	0	1	0	2	1
Morris Brown	0	1	0	0	0
Mount Saint Mary's	1	1	0	3	0
Mount San Antonio	0	1	0	0	0
Musicians Institute	0	0	0	0	1
National Education Center	0	0	0	1	0
Newberry School of Beauty	0	0	0	0	1
Northern University	0	0	0	1	0
North Arizona State	0	0	0	0	1
North Valley Occupational	0	0	0	0	2
Occidental College	0	0	0	1	1
Other	0	1	0	14	2
Pasadena City College	1	1	0	6	2
Pierce City College	5	3	1	6	33
Principal College	0	0	0	0	1
Ricks College	0	0	0	0	1
Rio Hondo College	0	0	0	2	0
Rosemont College	0	0	0	0	1
San Diego State	0	1	0	2	8
Santa Barbara City College	0	0	0	0	1
Santa Monica College	1	3	0	7	10
Scripps College	1	0	0	0	0
Shippensburg University	0	0	0	0	1

Table 22 (continued)

Postsecondary school	Asian	Black	Filipino	Hispanic	White
Southern University	0	1	0	0	0
Southwest College	0	5	0	0	0
Spellman College	0	2	0	0	0
Stanford	1	0	0	1	0
Tennessee State	0	1	0	0	0
Tufts	0	0	0	0	1
Tuskegee University	0	1	0	0	0
UC Davis	1	0	0	0	2
UC Irvine	2	0	0	2	5
UC Los Angeles	5	2	1	5	9
UC Riverside	2	1	1	1	4
UC San Diego	2	0	0	0	11
UC Santa Barbara	1	0	1	4	7
UC Santa Cruz	0	0	0	0	2
United Business College	0	1	0	0	0
University of Arizona	0	0	0	0	1
University of Georgia	0	0	0	0	1
University of Nevada at Las Vegas	0	0	0	0	1
University of Oregon	0	0	0	0	1
University of Pennsylvania	0	0	0	0	1
University of Southern California	6	1	1	4	3
Valley College	4	1	2	15	8
Van Nuys Business College	0	1	0	0	0
Watterson College	0	0	0	2	0
Webster College	0	1	0	1	0
West Los Angeles College	0	2	0	1	0
West Valley Occupational	0	1	0	0	3
Whittier College	1	0	0	0	0
Williams College	0	1	0	0	0
Woodbury College	1	0	0	1	0
Xavier University	0	1	0	0	0
Total	71	81	21	239	204

Table 23

Number of Graduates, by Current or Proposed College Majors and by Ethnicity

Major	Asian	Black	Filipino	Hispanic	White
Accounting	3	2	1	8	2
Administrator of justice	0	2	0	5	1
Advertising	0	0	0	0	1
Aerospace engineering	0	0	1	0	0
Air conditioning	0	0	0	1	0
Anthropology	0	0	0	0	2
Archaeology	0	0	0	0	1
Architecture	1	4	1	4	2
Art	1	0	0	4	4
Auto mechanic	0	0	0	0	1
Banking	0	0	0	1	0
Beautician	0	1	0	0	1
Biochemistry	3	0	0	1	2
Biology	1	2	0	2	6
Biomedical	0	0	1	0	0
Broadcasting	0	0	0	2	2
Business	14	7	2	22	22
Business administration	6	8	0	8	3
Business management	0	0	1	2	0
Chef	0	0	0	0	2
Chemical engineer	0	0	0	0	1
Chemistry	1	0	0	2	0
Child care	0	0	0	1	0
Child development	0	1	0	9	2
Civil engineering	0	0	0	2	0
Cognitive science	0	1	0	0	0
Commercial art	0	1	0	0	0
Communications	1	3	1	4	3
Comparative culture	0	0	0	0	1
Computer engineering	0	0	1	0	0
Computer science	1	6	1	11	3
Cosmetology	0	3	0	1	2
Court reporting	0	1	0	0	0
Dental hygiene	0	0	0	1	0
Diplomacy	0	0	0	0	2

Table 23 (continued)

Major	Asian	Black	Filipino	Hispanic	White
Drafting	0	0	0	3	0
Economics	2	0	0	2	2
Education	0	1	0	5	1
Electrical	2	0	0	2	0
Electrical engineering	1	0	1	1	0
Engineering	3	1	1	4	5
English	1	2	0	3	8
Fashion design	0	1	0	0	0
Financial investment	0	0	0	0	1
Fire science	0	0	0	1	1
Floral design	0	0	0	0	1
French	0	0	0	1	0
General education	0	0	0	1	1
Graphic design	1	0	0	1	2
Health	1	0	0	0	0
History	2	1	0	0	3
Home economics	0	0	0	0	1
Human resources	0	0	0	1	0
Industrial arts	0	0	0	1	0
Insurance	0	0	0	1	0
Journalism	0	1	0	2	1
Law	0	0	0	6	6
Law enforcement	0	0	0	3	0
Legal secretarial	0	0	0	3	0
Liberal studies	1	2	0	9	5
Management	0	0	0	0	1
Marketing	0	0	0	1	0
Math	2	0	0	4	2
Mechanical engineering	1	0	0	3	0
Medical administration	0	0	0	1	0
Medical technician	0	1	0	1	1
Medicine	1	2	0	4	3
Merchandising	0	0	0	1	1
Microbiology	1	0	0	0	1
Molecular biology	0	0	0	0	1

Table 23 (continued)

Major	Asian	Black	Filipino	Hispanic	White
Music	0	1	0	0	2
Music engineer	0	0	0	1	0
Nursing	3	5	1	4	4
Nuclear program	0	0	0	0	1
Office administration	0	0	0	2	0
Optician	0	0	0	1	0
Paralegal	0	0	0	2	0
Paramedic	0	0	0	1	0
Pharmacy	2	0	0	0	0
Photography	0	0	0	1	0
Physical education	0	0	0	1	0
Physical science	0	0	0	2	0
Physics	0	0	0	0	2
Plumber	0	0	0	1	0
Political science	1	1	1	4	7
Printing	0	1	0	1	0
Psychology	3	5	2	8	11
Public relations	0	1	0	0	0
Real estate	1	0	0	6	0
Regional planning	1	0	0	0	0
Safety science	0	0	0	0	1
Social science	0	0	0	0	2
Social worker	0	0	0	2	0
Sociology	0	1	1	2	1
Spanish	0	0	0	2	0
Speech	0	0	0	0	1
Teaching	0	0	0	3	2
Telecommunications	0	0	0	1	0
Theatre	1	0	0	1	6
TV video	0	0	0	2	0
Undecided	8	9	4	27	49
Underwater welding	0	0	0	1	0
Veterinary medicine	0	0	0	1	0
Word processing	0	0	0	2	1
Total	71	78	21	235	204

Table 24

Number of Graduates, by Current Employment and by Ethnicity

Employment	Asian	Black	Filipino	Hispanic	White
Accounting	0	0	1	1	1
Administrative assistant	0	0	0	0	1
Advertising	0	0	0	0	1
Armed forces	0	1	0	2	1
Attendant	0	0	0	0	1
Bank teller	3	3	1	8	8
Beauty	0	0	0	0	1
Box boy	0	0	0	2	2
Broker	0	0	0	0	1
Butcher	0	0	0	0	1
Cable TV	0	0	0	1	0
Carpenter	0	1	0	0	1
Cashier	4	10	0	11	9
Chef	0	0	0	3	0
Child care	0	2	0	2	5
Clerk	8	13	2	30	11
Collections	0	1	0	3	4
Computer program	0	0	0	4	0
Construction	0	2	0	4	1
Consultant/intern	0	0	0	0	1
Counselor	0	1	0	0	3
Counter person	0	2	0	2	4
Customer service	0	1	0	2	3
Data entry	0	3	0	5	2
Delivery	0	0	0	4	1
Dental assistant	0	0	0	1	1
Dispatching	0	1	0	0	1
Drafting	0	0	1	0	2
Driver	0	0	0	1	1
Dry cleaners	0	0	0	0	1
Electrician	0	0	0	1	0
Entertainment	0	1	0	0	1
Fire fighter	0	0	0	1	0
Food services	0	1	0	0	2
Gardener	0	0	0	2	0

Table 24 (continued)

Employment	Asian	Black	Filipino	Hispanic	White
General	5	2	1	12	11
Grocery clerk	1	0	0	0	0
Health care	0	0	0	1	0
Hospital care	0	1	0	0	1
Home care	0	1	0	0	0
Inspector	0	0	0	1	0
Insurance	0	0	2	2	0
Jeweller	1	0	0	0	0
Laboratory	3	0	1	2	2
Laborer	0	0	0	1	0
Library	2	0	0	2	1
Lifeguard	0	0	0	2	3
Loans	0	1	0	0	0
Maintenance	0	0	0	0	1
Management	2	4	1	10	5
Marketing	2	0	1	2	1
Mechanic	0	0	0	0	2
Medical (general)	1	0	0	2	0
Model	0	0	0	0	1
Nurse	0	0	0	1	0
Painting	1	1	0	0	1
Paralegal	0	0	0	1	0
Photography	0	0	0	0	2
Police	0	0	0	0	1
Post office	0	1	0	0	0
Printing	1	0	0	0	1
Public relations	0	0	0	1	0
Real estate	0	0	0	1	1
Receptionist	1	3	0	15	7
Sales	8	10	4	28	36
Secretarial	1	2	0	9	8
Security	0	1	0	1	0
Sports	0	0	0	0	2
Stock person	0	1	0	6	0
Teacher	2	3	1	24	4

Table 24 (continued)

Employment	Asian	Black	Filipino	Hispanic	White
Telemarketing	1	1	0	2	1
Telephone	0	1	0	3	2
Travel	0	1	0	0	1
Usher	1	1	0	1	0
Veterinary	1	0	0	0	0
Waiter, waitress	3	0	0	2	8
Warehouse	0	1	0	4	1
Word processor	0	0	0	1	0
Writer	0	0	0	1	1
Total	52	79	16	228	177

Appendix B

Survey Materials

SPUBNO. 90, RDAN

Dear High School Graduate,

Please complete the information below so we can properly address future correspondence to you about the class of 1988.

Thank You,



Floraline I. Stevens
Director, Program Evaluation and
Assessment Branch, LAUSD

Tear Here

Address for Summer 1989

Name

Street

City

State

Zip Code

()

Telephone Number

Please:

fold (with our address on the outside)

staple

mail

Thanks!

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Los Angeles Unified School District
Program Evaluation and Assessment Branch
Follow-Up of 1988 Graduates

May 1989

Dear Graduate,

During the 12th grade, you completed a questionnaire about your plans for school or a job after high school. Your responses were helpful and we thank you for your cooperation.

We are now asking you and a small group of graduates to share your opinions and experiences since graduation. Because these surveys are being sent to a small number of graduates, *it is important that every person respond*. The information that you provide will help improve instructional programs in the future.

Your responses will be kept in strict confidence. Your name will never be associated with the survey.

Please take the few minutes needed to complete the survey and mail it within 48 hours. Postage is already paid.

Thank you for being an important part of this survey. Best wishes for success and happiness.

Sincerely yours,



Floraline I. Stevens, Director
Program Evaluation and Assessment Branch

**Los Angeles Unified School District
Program Evaluation and Assessment Branch
Follow-Up of 1988 Graduates**

July 1989

Dear Graduate,

About four weeks ago I wrote to you asking your opinion about your high school education. We have undertaken this study because of the belief that students' opinions are important for improving future instructional programs.

I am writing you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process in which every graduate had an equal chance of being selected. In order for the results to be truly representative of the opinions of all high school graduates, *it is essential that each person answer and return the form.*

Your responses will be kept in strict confidence. Your name will never be associated with the survey.

In the event that your questionnaire has been misplaced, a replacement is attached.

Your cooperation is greatly appreciated.

Sincerely yours,



Floraline I. Stevens, Director
Program Evaluation and Assessment Branch

Please check or fill in the information for each item.

ABOUT YOURSELF

1. Sex (Check one): ☐ Male
☐ Female
2. Ethnic Group (Check one):
☐ American Indian/Alaskan Native
☐ Asian
☐ Black
☐ Filipino
☐ Hispanic
☐ Pacific Islander
☐ White
3. From what high school did you graduate?

EDUCATION

4. Are you currently in school or in a training program?
 Yes ☐ No ☐
 (If yes, go to #5) (If no, go to #10)
5. What best describes your current educational program? (Check all that apply)
☐ Two-year college
☐ Trade or business school
☐ Four-year college or university
6. The school that you attend is:
☐ A public school (state, community, etc.)
☐ A private school
7. Please name the school.

8. What is your major?

9. How are you financing your education?
(Check all that apply.)

- ☐ Grant ☐ Parent support
☐ Scholarship ☐ Earnings
☐ Loan

EMPLOYMENT

10. Are you currently working?
☐ Yes ☐ No
 (If yes, go to #11) (If no, go to #13)
11. What best describes your work situation?
(Check one)
☐ Full-time (34 or more hours per week)
☐ Full-time and going to school
☐ Part-time but not going to school
☐ Part-time and going to school
12. What kind of job do you have?

 (Write in name of job)
13. As preparation for your current education or employment, are there courses you did not take in high school but should have?
(Check all that apply.)
☐ Business education
☐ Home economics
☐ Driver education
☐ Industrial education
☐ English elective
☐ Mathematics
☐ Fine arts (music, art)
☐ Physical education
☐ Foreign language
☐ Laboratory science
☐ Health
☐ Social science

14. Are you involved in any of the following activities? (Check all that apply.)

- ☐ Looking for work
☐ Serving regular military duty (or service academy)
☐ Being a full-time homemaker
☐ Traveling, or taking a break

YOUR OPINION

For the following statements, please check the box that best describes your *high school experience*. Mark only *one* of the four choices for each statement.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. My English courses gave me good writing skills for education or employment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I learned enough math in school to work out the math problems of everyday life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. More courses should be offered to prepare students for a job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. My high school experience helped me learn how to get along with others of different ethnic backgrounds. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. High schools should encourage all students to learn a skill they can use in employment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I learned enough computer skills for a job or further education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Overall, I think my high school prepared me to face present adult challenges in a competent manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Any comments you wish to add will be most welcome.

Please follow these directions for returning your survey:

- Tear off and discard the first page (the page with the letter to you).
- Fold the questionnaire. Be sure that *our* address is on the outside.
- Please mail *immediately*.

Thank you!

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